

ABSTRACT

In this study, 225 ninth grade students at Grantsville High School were surveyed after a presentation on bullying and harassment. Students responded to eight questions. Overall, 74% of students felt bullying and harassment were a problem at school. 69% of students reported they or someone they know had experienced bullying or harassment. 89% of students indicated the presentation had valuable information that they could use in their life. 63% of students said the presentation taught them something new. 82% of students felt they would be more likely to intervene or report bullying and harassment in the future. 79% of students acknowledged the presentation encouraged them to reflect on their own behavior and evaluate how they treat other people. Students offered suggestions to address the bullying and harassment problem at the school.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: Grantsville High School District: Tooele District

Target Group: (whole school, entire class, grade level) All ninth grade students in Language Art 9 Classes

Target Group selection is based upon the following data/information/school improvement goals: All students who graduate from Grantsville High School will be Effective Communicators and Responsible Citizen, and Critical Thinkers

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Bullying and Harassment Prevention	All students will become an effective communicator and a responsible citizen. All students will use critical and creative thinking to solve complex problems.	"Owning Up" Curriculum, Violence Continuum, GHS Handbook, "Don't Laugh At Me" Project, <u>The Yellow Star</u> , "Never Been Kissed" video clip, info from counselor conference and in-service, i.e. "Triangle Times"	Curriculum to be present October 9, 10, 11, 2006	225	Language Arts 9	Self report survey using a 5-point scale

Principal's Signature _____ Date _____ June 6, 2007 Date of Staff Presentation _____ Colleen Sorenson Prepared By _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Grantsville High School

District: Tooele

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Colleen Sorenson	All 9 th Grade Students during Language Arts 9 classes	"Owning Up" Curriculum, Violence Continuum, GHS Handbook, "Don't Laugh At Me" Project, <u>The Yellow Star</u> , "Never Been Kissed" video clip, Info from counselor conferences and inservice, i.e. "Triangle Times"	Curriculum was presented October 9, 10, and 11, 2006.	225	<p>Counselors observed a problem with bullying and harassment and overall negative school atmosphere.</p> <p>Increasing numbers of students were asking for Home Study or other options so they could avoid the drama at school.</p> <p>Data collected indicated that 74% of 9th grade students at GHS thought bullying and harassment were a problem at GHS.</p> <p>68.5% of students indicated the presentation held importance for them because they or someone they know had experienced bullying or harassment.</p>	<p>89% of students reported the presentation had valuable information that they could use in their life.</p> <p>63% of students reported the presentation taught them something new they did not know before about bullying and harassment.</p>	<p>81.6% of students said they would be more likely to intervene or report bullying and harassment if they witnessed it in the future.</p> <p>79.4% of students indicated the presentation encouraged them to reflect on their own behavior and evaluate how they treat other people.</p>

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

LESSON PLAN
FOR
CONDUCTING A UNIT OF
INSTRUCTION
IN

BULLYING and
HARASSMENT
PREVENTION

PRESENTED TO
9TH GRADE STUDENTS
AT
GRANTSVILLE HIGH SCHOOL

PRESENTED BY
THE GRANTSVILLE HIGH
SCHOOL COUNSELOR,
COLLEEN SORENSON

Unit Learning Goals:

The goal of this course is for the students to gain a fuller understanding of healthy communication skills and social skills as it relates to bullying and harassment in order to create a positive and accepting school climate.

Unit Learning Objectives:

Upon successful completion of this unit of instruction, the students will be able to:

1. Understand Maslow's Need's Hierarchy and the importance of belonging and acceptance in the school setting.
2. Understand that social and cultural expectations for high status create a system of power and privilege that form the foundation for bullying and harassment.
3. Understand the Bullying/Harassment Violence Continuum and list five examples of bullying and harassment.
4. Identify five examples of sexual harassment and have an awareness of school, district policies and federal laws regarding sexual harassment.
5. Recognize strategies to "Ease the Tease" and when harassment needs to be reported.
6. Understand how the bystander can advocate for the victim of bullying and harassment.
7. Recognize individual responsibility in helping to create a positive and accepting school climate.

Unit Learning Plan

A. Method of Instruction

1. Lecture
2. Discussion
3. Video clips
4. Story
5. Comics
6. Music video

B. Materials Needed

1. Power point presentation
2. Magazines of glamour models and sports figures
3. Movie, "Never Been Kissed"
4. Book, "The Yellow Star"
5. "Don't Laugh at Me" music video
6. Dove "Evolution of Beauty" video
7. Handouts and Evaluation form

C. Recommended Audience

9th Grade Students

D. Time Allotted

80 -85 minutes

E. Sources Used

- Bonds, M., and Stoker, S. (2000). Bully Proofing Your School: A Comprehensive Approach for Middle Schools. Longmont: Sopris West.
- Brady, Kim, and Burrell, Jan. "Bullying and Harassment." Triangle Times, kbrady@weber.k12.ut.us and jburrell@weber.k12.ut.us
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Never Been Kissed. DVD. Century Fox Home Entertainment, 1999.
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- Wiseman, Rosalind. Owning Up Curriculum. Washington D.C. 20008, www.empowerprogram.org
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F. Lesson Plan Outline

I. Introduction

It's a Great Day to Be a Cowboy—we hope all students at GHS feel happy to be here, have made the transition to high school successfully, and are doing well in their classes. We hope students new to the area have made friends.

II. Maslow's Need Hierarchy

- A. Explain Maslow's model of basic human needs
- B. Explain the importance for love, belonging, and esteem.

III. Pressure to conform to social and cultural expectations for high social status form the foundation of bullying

- A. What should a girl/woman be like, look like, and act like to have high social status? List responses on board. Show a fashion magazine cover.
- B. What should a boy/man be like, look like, and act like to have high social status? List responses on board. Show a Sports Illustrated magazine cover
- C. What we see on magazines is not real. Show video, "Evolution of Beauty"
- D. Everyone doesn't buy into it, but everyone has to deal with it.

- E. Social and cultural expectations for high status create the foundation for bullying, a system of privilege and power

IV. Bullying and Harassment

- A. Definition
- B. Problem is escalating in behavior and consequence
- C. Normal Conflict vs. Bullying/Harassment

V. What does Bullying/Harassment look like?

- A. Violence Continuum—violence level increase as it goes up the continuum
- B. Mean Girls quotes from Deseret News Article
- C. Sexual Harassment
 - 1. Consequences of Sexual Harassment
 - 2. School and district policies
 - 3. Federal Law—Title X

VI. Myth or Fact?

- A. Pass out myth or fact worksheet. Give students time to complete it
- B. Discuss each statement

VIII. Show “Never Been Kissed” video clip of the prom. Ask students to watch for bullying and how Josie stood up against the bullying for a friend

IX. Review Social Pressures and Expectations of how to be, look, and act

X. Bullying participants take different roles

- A. Females
- B. Males

XI. Strategies to “Ease the Tease”

XII. If teasing becomes bullying

- A. Tell person to stop, identify behavior as bullying and tell them to stop. Be Assertive, Not Aggressive
- B. If they do not stop, repeat #1 and add you will tell someone in authority
- C. If it does not stop, report

XIII. Conclusion

- A. Bullying is a Safe School Issue
- B. GHS Goals—Recognize, Report, Reduce
- C. Read The Yellow Star including 2 pages at end with facts and “What if”
 - 1. Hitler was one of the biggest bullies of all time
 - 2. Denmark was able to stand up to him and protect their Jews
- D. Let’s create a school spirit that is safe, accepting and inviting
 - 1. We are all GHS Cowboys, we all belong and should feel we belong
 - 2. “You drew a circle that shut me out; I drew a circle that took you in!”
 - 3. Be Real Cowboys with Real Heart
- E. Show music video, “Don’t Laugh At Me”
- F. Pass out presentation evaluation and collect

Bullying/Harassment Questionnaire Results

	1=Not true at all	2=Not very true	3=Somewhat true	4= Mostly true	5=True
1. Bully and harassment are a problem at GHS.	10 4.4%	49 21.5%	107 46.9%	34 14.9%	28 12.2%
2. This presentation taught me something that I did not know before about bullying and harassment.	30 13.1%	54 23.6%	59 25.9%	48 21.0%	37 16.2%
3. This presentation had valuable information that I can use in my life.	9 3.9%	15 6.6%	62 27.1%	56 24.6%	86 37.7%
4. This presentation held importance for me because I have experienced or know someone who has experienced bullying and harassment.	19 8.2%	53 23.1%	64 27.9%	40 17.5%	53 23.1%
5. This presentation encouraged me to look my own behavior and evaluate how I treat other people.	12 5.2%	35 15.3%	77 33.6%	50 21.8%	55 24.0%
6. As a result of this presentation I am more likely to intervene or report bullying or harassment if I witness it in the future.	19 8.3%	23 10.1%	72 31.6%	57 25%	57 25%

7. What type of bullying/harassment do you feel occurs most often at GHS? Rate top three (Number represents total number of items marked.)

Put Downs 145 #1

Insults 119 #2

Pushing 82 #3

Sexual Harassment 62 #4

Threats 56 #7

Fighting 58 #5

Bullying 57 #6

Drinking and Drugs 50 #8

Vandalism 50 #8

Stealing 38 #9

Gangs 15 #10

Other 5

Swearing 1

Gossip 1

Kids in higher grades picking on kids in lower grades 1

8. What can we do better to help students understand the importance of this issue and make the presentation more meaningful to you?

Student interpreted this question in different ways. Some commented on the presentation itself. Others gave ideas on how everyone could help improve the school climate. Some students directed their comments to teachers and other staff. Unedited student comments are listed below:

Ways to improve the presentations.

Add games to the presentation.

Announce more useful things about what's going on with it in our school.

Assemblies

Be more positive.

By doing what you just did.

Change the way you say things.

Do a bullying presentation like this one.

Do more presentations like this one.

GHS doesn't need it.

Give examples and tell the students don't be afraid to ask for help.

Give more examples so the students get more of an idea.

Give this presentation to each class.

Give us candy.

Have an assembly about this.

Have an assembly in the gym.

Have an assembly.

Have people share their experiences on being harassed and how serious it was.

Have someone put on a play showing what a bully does and how a victim reacts.

I don't know, maybe have an assembly?

I don't know. It was good.

I don't know. Most of us are all friends. We just have our different groups. But some people do get bullied.

I don't know. Nothing will help. Teenagers are stubborn.

I don't know. You really can't. Sometimes it just won't help if you try to help or interfere with the issues.

I don't really know. That presentation was really interesting though. Thanks.

I think that if all the kids in the school saw the presentation it would make them think a little.

I think they are doing good with the presentation.

I think this class is meaningful. Theses are just some of the things I've seen.

I thought it was convincing.

I thought it was good.

I thought it was way good.

If we heard from the students, so we could see how they felt about it.

It's hard to get things through to us.

Just keep telling them about it so they don't forget it.

Keep having these presentations.

Maybe have someone who graduated that use to be bullied come in and talk about it.

Maybe have someone who was bullied tell about their experiences
Maybe you could give this presentation to the school.
More examples.
More interesting. More touching.
Not much more you can do. It's all in their own hands now.
Not really anything.
Nothing. It was enough.
Put the people with the most complaints in a room and have a class for them.
Show a presentation that is fun at the same time.
Show everyone!
Show the effects of bullying and harassment.
Show them examples of it happening.
Show this presentation.
Talk about bullying more to students.
Talk about how the victim might feel a little bit more.
Talk about more specific things.
Talk about problems that have happened and how they were resolved.
Talk it over with them in private.
Talk more in class.
Talk to them and tell them how the victims feel and how the bullies put down to raise their self-esteem.
Teach kids to think about their actions.
Tell students what happens when you bully someone, how it makes people feel.
Um. Give more presentation like the one today.
Umm. Make it fun or do something dramatic like a play.
You are doing it!
You are doing the best you can, so just keep doing it.

What everyone can do to improve the school environment

Be bully-free.
By how they feel and how we treat each other.
By telling them.
Don't bully and don't do drugs! Drugs are bad.
Don't bully people.
Go to class.
Help people to fit in and don't outcast them.
I find it helps if you ask them how they would feel if they were bullied.

Just talk to your friends that bully other people. Get them to stop.
Just treat each other kindly.
Make people feel more important and that they are not stupid, ugly, retarded or any other problem.
Talk to people. Don't block others out.
To be nice.
To think about people's feelings. Think before you act.
Try to include everyone.
Try to make people feel the same and not different.
We can help students by advertising more.
We can just tell the bullies to stop, and if they don't go and tell the administrator;
We do a pretty good job of it anyway, so I don't know.

What teachers and school staff should do to address the bullying/harassment problem.

Actually pay attentions idiots!
Be on the look out.
Do what you are suppose to do. Good luck with that.
Encourage teachers to kick a student out if he/she is being a distraction or making it difficult to teach.
Enforce rules better.
Get the bullies out. They won't stop unless someone intervenes.
Have adults set examples.
Have teachers in halls.
Have teachers observe the halls. It usually happens there.
Have teachers set an example of not bullying.
Have teachers walk the halls for once. They'll see it.
Help people with their problems, encourage them to be friendlier.
I guess it's pretty good right now, but I think we could enforce no swearing more.
I want teachers to pay attention to bullies. I think maybe other kids should know of bullies, to know how to deal with them.
Just encourage kids not to do this kind of stuff.
Just stop the bullying.
Just warn people, "Hey that's bullying, please stop."
Keep a close watch on the students.
Lay the smack down on them.
Once the problem starts, make it end that quickly.
Teachers doing more stuff about it. They don't do crap.
Tell them off.
We can have a lot more punishment for it.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Tooele High School

Target Group: 2005-2006 Freshman Academy students

Target Group selection is based upon: An evaluation of the long range effectiveness of a program designed to address the academic needs of a group of at risk students.

ABSTRACT

This data project was a follow up study of the 2005-2006 data project. It was designed to evaluate the long term effectiveness of a program for at-risk students. Participants in the original study were tracked and evaluated for status, current GPA, and failing grades in core courses. Results indicate that the program does not have a residual effect and in order for the success of this program to be maintained it must be expanded to the other grades. If that is not possible the program should be discontinued.

PROJECT DESCRIPTION

Introduction

- This data project was done to evaluate the effective of a program designed to meet the academic needs of a group of at-risk students. In an effort to address Tooele High School's 'Excellence' DRSL which states: "Students will achieve success in academics and / or extracurricular activities so that they are happy, employable, responsible citizens after high school."
- The Freshman Academy included four teachers, one in each of the follow core areas: English, mathematics, science and social studies. These teachers attended training, shared preparation periods and collaborated consistently. One half of their day was devoted to working with Academy students. The Academy class sizes averaged 18 students. "Why Try" materials were purchased for each student. The class sizes in non-academy courses were dramatically increased. The costs associated with the program were high.
- With the costs of continuing the Freshman Academy as high as they are, to be an effective use of resources the improvement made in student GPA and credit should be sustained after the student's involvement in the program is complete.

Participants

- The target population was 80 students, but actual enrollment was 65 students.
- The 2005-2006 Freshman Academy was a group of students who were academically or behaviorally at-risk. The majority of the students were identified by staff at Tooele Junior High School prior to enrolling at THS and additional students were identified by THS personnel during the school year. This group was the focus of the 2005-2006 Small Group Data Project. Results of that data project indicated improvement in GPA and an increase in credit earned in core courses when comparing information from the freshman year at Tooele High and prior years at Tooele Junior High School.

Method

- The Freshman Academy was implemented in the 2006-2007 year also. Guidance activities and interventions continued as in the past with one exception. Instead of having one counselor assigned to the entire Academy, each counselor participated in the activities so that relationship and rapport could be established for future involvement.
- Counselor time was required to track the progress of Sophomore students who were Academy members during the 2005-2006 school year.
- Data for the first three terms of the 2006-2007 school year was compared to data from the first three terms of the 2005-2006 school year.
- Evaluation Methods included determining the status of each of the previous Academy students. In addition, GPA information and the number of failed core courses was determined.

- Each of the counselors collected data. Mary Murphy, the 2005-2006 Freshman Academy counselor and the author of the last Data Project, compiled the results and completed this form.
- Curriculum materials were consistent in the Academy both years. Computers were used to compile the results.

RESULTS

The results indicate that the Freshman Academy is not an effective use of resources if involvement in the program does not continue in future grades. 22 students, 33% of the original 65 student population, are no longer enrolled at Tooele High School. Of the 43 students remaining, 67% have more failing grades in core courses, 14% have fewer failing grades and 14% have the same number of failing grades. GPA data is similar: 77% had a GPA that was lower in their sophomore year and only 23% improved or maintained their GPA. The GPA range is also important to consider: 42% had cumulative GPS's under 1.0; 11% had cumulative GPA's ranging between 1.0 and 2.0; only 9% (4 students) had cumulative GPA's above a 2.0.

DISCUSSION

The administration at Tooele High School used this data to determine that the Freshman Academy will not continue in the future. With the substantial increase in student population registered for next year it would be impractical to expand the program to future grades to include a Sophomore Academy, Junior Academy and Senior Academy. The program was effective for the freshman students in the 2005-2006 school year, but the results are not maintained over time and the population is very transient.

Mary Jo Murphy, Tooele High School, 2007.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

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Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that supports the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: TOOELE SOUTH HIGH District: TOOELE

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
April Warby Taunya Jones	All students – 10 th , 11 th , 12 th Students come to Tooele South High School not attending school. They are referred through the District for not attending school and failure of grades at their home school.	Goal was to improve attendance for all students at Tooele South High School. When students had an improvement in their attendance, they could participate in: Activities: Lunch on Us Weekly Monthly drawings for prizes. Bowling activity.	Lunch on us: All year Weekly/ Monthly/ Quarterly drawings started November, 2006 and continued throughout the year. The school contacts the parents each day when the students are absent.	During the winter months the attendance did improve. As spring arrived we had more difficulty with attendance. 30% of the students did not improve their attendance. Of the 30% most of them were sophomores. Overall the attendance did improve.	Honor Roll Certificates. The number of students in the draws each week. Attendance data. We will add the teachers to the draws next year. If a teacher is not absent, the teacher's name will be in the draw.	Recognized students with a certificate if they achieved the honor roll status. In order to receive honor roll status, the students must attend school and meet the grading requirements. The number of students receiving the honor roll certificates has increased 20% during the year.	The data tells us that the contact with the students is valuable. The students come to understand the importance of attendance. Continual positive reinforcement is important to the students. Letting the students know that the monitoring of their attendance does make a difference.

Principal's Signature _____

Date _____

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Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

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Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that supports the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Tooele South High _____ District: Tooele

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
April Warby Taunya Jones	We targeted the seniors at Tooele South High School. The goal was to see that each student had the credits and requirements to meet graduation. We also had extended day packets, BYU correspondence offerings and a class every day for students to make up credits. Seniors were involved in Jordan Tech, Work-Based Learning and one senior was enrolled in concurrent.	A more intensive process using SEOPs was used for each student. (SEOPs have not been delivered at Tooele South.) Conferences were held with each senior bi-monthly. Notices and conferences were scheduled with each student’s parents. Correspondence materials were available. Curriculum was provided by the teachers at Tooele South High and through the Electronic Highway, BYU and the home study program.	August 2006 through May 2007. Meetings were held each month with the students. Teachers worked with the students to meet the requirements.	We had 20 seniors that were in jeopardy of not graduating. Of the 20 students, 17 met their requirements and graduated on time. All but one of the 20 students attempted the UBSCT the 3 times. That student received a Certificate. Ten of the 20 students passed the UBSCT.	We used the results of the UBSCT for their curriculum placement. Students were tested for placement in reading with a pre and post test. The CRT results were evaluated by the teachers and used for the planning of the curriculum. Seniors are required to complete 10 hours of service learning at Tooele South High School. Every senior that met graduation requirements completed the service learning requirement.	Students took ownership in their learning. Students came to understand that they could meet the requirements through the bi-monthly meetings. Mapping out their requirements by dates helped the students meet their demands. Without the mapping the students may have given up on meeting the requirements to meet graduation. At the beginning of the year before the meetings, only three students had met the full UBSCT requirements.	The data tells us that the meetings (SEOPs) and conferences work with the students. Students will do better when the students have a one-on-one meeting with an adult. We know that with at-risk students they need the mapping interaction to give them direction and confidence to meet the requirements. The meetings kept the communication open with the students and parents. We will follow this procedure with the 10 th , 11 th and 12 th graders next year as we hire a counselor.

Principal’s Signature _____

Date _____

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Kenneth Castagno
Wendover High School
Tooele School District

Abstract

The purpose of this study was to assess the effects of a twice-a-year presentation and program to help potential concurrent enrollment students learn about their opportunities and options in concurrent enrollment while in high school. The study was based on a pre-enrollment and post-enrollment design. Data was collected from concurrent enrollment roll books from 2005, 2006, 2007. Mode of measurement was the collection of numbers of students enrolled in concurrent classes for each of the three years studied. Data was coded numerically and analyzed. Results revealed more participation in concurrent classes during the two years in which the students received the presentation than in the previous year with no presentation. The increases were not statistically significant.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

School: __Wendover High School_____ District: __Tooele_____

Target Group: (whole school, entire class, grade level) __Driver Education Class_____

Target Group selection is based upon the following data/information/school improvement goals: __DRSLs state that students are being taught strategies they can use to increase their ability to become life-long learners._____

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
<i>The Why Try? Program with lessons and activities as outlined in the program manual.</i>	DRSLs state that students are being taught strategies they can use to increase their ability to become life-long learners	Why Try? Manual. Materials are outlined in the manual- Used for activities as directed	This project will be conducted weekly each week during the 2006-2007 school year.	60	This lesson will be presented weekly all year during the Driver Education class.	<i>Pre/Post tests will be administered with results tabulated to show if there is increased knowledge and understanding of the principles outlined in the Why Try? Program which will help students be lifelong learners.</i>

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

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School: Wendover District: Tooele

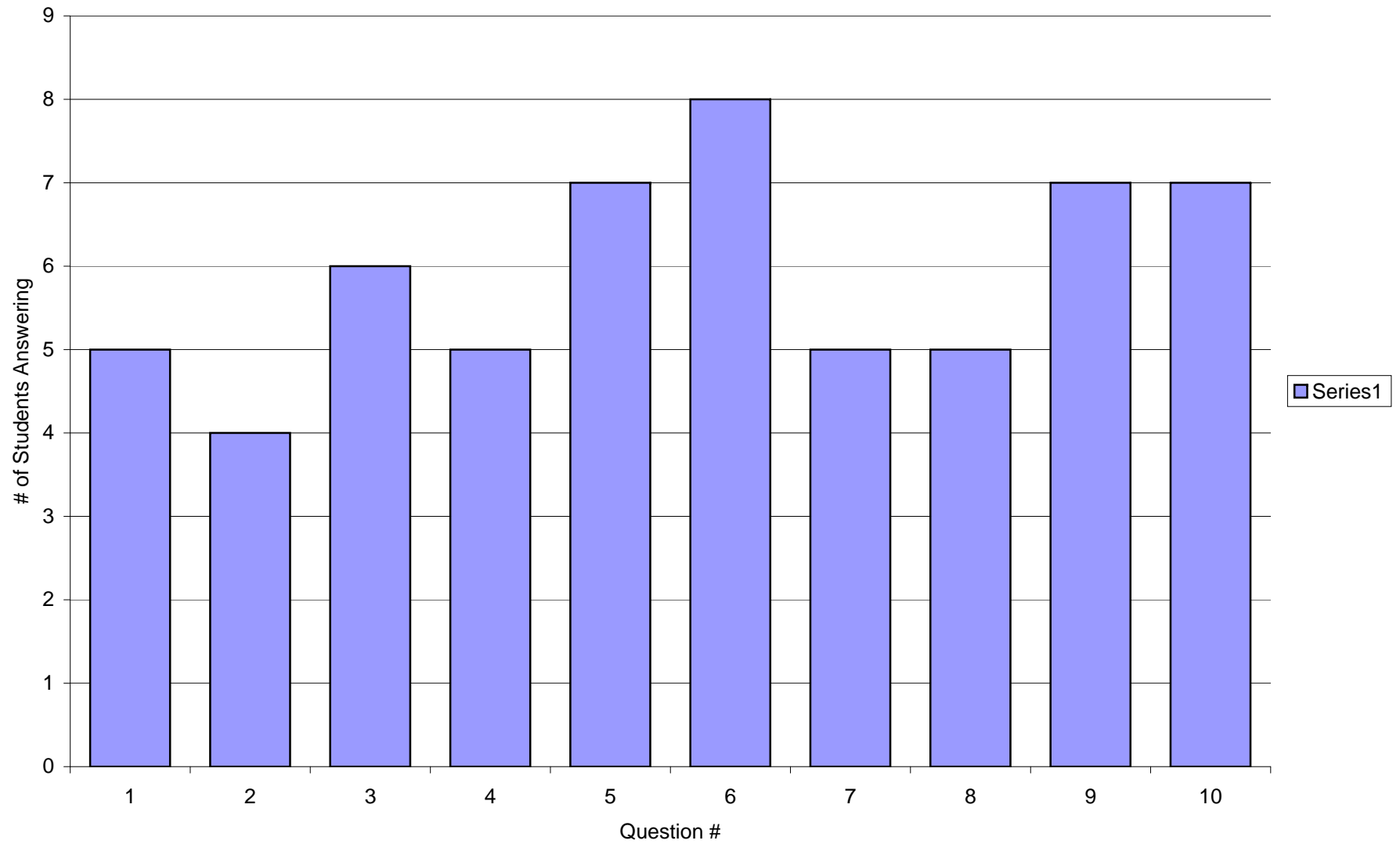
Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Kenneth Castagno	All Driver Education Students	Why Try? Manual and student handouts. Materials outlined in the manual were used as directed for activities and rewards.	School year 2006-2007	45	Scores on pre-test showed very little comprehension of concepts presented during Why Try? Presentations. Scores on post-test showed increase of comprehension of concepts.	Post-test scores showed increased comprehension of concepts taught throughout the school year. Effort made by students who were in class during first semester to improve their situation in school was evidenced by counselor in SEOP conferences as well as in report cards and NG make-up sessions and conversations with parents. Evidence of effort by those students that were in class during second semester will be more sufficiently observed during the next school year.	This program will be continued in order to gather more definitive data. Students can now answer for themselves why it is important to try to succeed in school, with family, and with friends. The data is inconclusive but seems to show that students are beginning to understand the importance of striving for success in school and life.

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Post Test 2007



Kenneth Castagno
Wendover High School
Tooele School District

Abstract

The purpose of this study was to assess the effects of an 18-week presentation of the Why Try? Program to students in 9th and 10th grade at Wendover High School. This study was based on a pretest and post test design. Data were collected from 45 high school students. Mode of measurement consisted of a counselor-designed questionnaire measuring students' understanding of concepts presented in the Why Try? Program. Data for this study were coded numerically and analyzed. Results revealed that the competency levels of students regarding the concepts presented in the program improved but increases were not statistically significant.

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: ____Wendover____ District: ____Tooele____

Target Group: ____Potential Concurrent Enrollment Students

Target Group selection is based on the following data/information/school improvement goal: ____DRSLs state that students demonstrate responsibility for their academic success and citizenship, students and teachers utilize available technology to enhance student learning, and all (students) will graduate and seek additional training beyond high school.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Higher ACT scores	DRSLs state that students are being taught strategies they can utilize to increase their ability to become life-long learners, students and teachers utilize available technology to enhance student learning, and all (students) will graduate and seek additional training beyond high school.	Presentation describing concurrent enrollment process and opportunities will be offered to all eligible students during school day in fall and spring. Presentation will be offered at night to parents and students in the spring.	Power Point presentation from state website adjusted for needs of Wendover students Handouts from colleges and school district Announcement flyers for time and date of meeting Refreshments	Comparison of number of students enrolled in concurrent classes this year with previous years.	School year 2006-2007	20

Principal's Signature

Date

Date of Staff Presentation

Prepared By

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Wendover District: Tooele

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Kenneth Castagno	Juniors and Seniors with a GPA of 3.0 or higher	Power Point presentation Handout from colleges and school district Announcement flyers Refreshments	School year 2006-2007	20	Numbers of concurrent enrollment classes taken by students at Wendover High School during current year compared with previous two years	Fewer classes were taken this year when compared with last year, the first year this program was implemented, but the number of classes is higher than before the program was implemented.	Presentations were successful in helping students increase their understanding of the opportunity and rigor of taking concurrent enrollment classes while still in high school. Students now have more knowledge about expectations and opportunities when considering concurrent enrollment.

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Concurrent Enrollment by Year

